

FILE B

English Language Arts: Reading

Item Information and Scoring Guide Reference Sheet B-2

Reading Test Design B-3

Reading Selections and Items with Keys, Type of Text, Cluster,
Content Standards, Grade Level Expectations, Scoring Guides
and Training Notes, and Student Responses with Annotations B-4

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Item Information and Scoring Guide Reference Sheet

The following pages are designed to assist you in understanding how Maine Educational Assessment (MEA) reading items are scored. These pages contain the text for each released item accompanied by the following information.

Multiple-Choice Items

The boxes containing the multiple-choice items also contain the percent of students statewide who chose each answer option. The correct option is asterisked(*).

- **MC#:** the multiple-choice item position in the Class Analysis Report
One point may be earned for a multiple-choice item.
- **Key:** the letter of the correct answer for the multiple-choice item
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Grade Level Expectation (GLE):** the grade level expectation that the item measured

Constructed-Response Items

- **CR#:** the constructed-response item position in the Class Analysis Report
Up to four points may be earned for a constructed-response item.
- **Type of Text:** whether the reading selection was literary or informational
- **Cluster:** the cluster the item measured
- **Content Standard:** the content standard that the item measured
- **Grade Level Expectation (GLE):** the grade level expectation that the item measured
- **Constructed-Response Scoring Guide:** the description of each score point used to determine the score, including the percent of students statewide who received each score and the statewide average student score
- **Training Notes:** in-depth descriptions or particular information used to determine the score
- **Annotated Student Response:** sample student response for each score point with annotations that explain the reasoning behind the assigned score

MEA 2005–2006

English Language Arts: Reading Grade 7

The table below shows the entire MEA reading test design, which is made up of 50% literary passages and 50% informational passages. Half of the common items are released and can be found in this document. Item information for all item types, scoring information (average scores, guides, and training notes) for all constructed-response items, and annotated student responses follow.

2005–2006 MEA READING TEST DESIGN

CONTENT AREA	COMMON			EMBEDDED FIELD TEST			TOTAL ITEMS PER STUDENT			BASE TESTING TIME	POINTS
	MC	CR	SA	MC	CR	SA	MC	CR	SA		
READING	40	4	0	20	4	0	60	8	0	130 MIN.	56

Each item on the MEA measures a grade level expectation based on Maine's *Learning Results*.



Alien Invaders

Kathiann M. Kowalski



Americans first saw kudzu at the 1876 Centennial Exposition. The Exposition was a huge fair. Countries from around the world set up exhibits. Visitors loved the kudzu vine's lavender-blue flowers and its sweet grape-like scent at the Japanese pavilion.

Soon kudzu seemed to be everywhere. People bought the vines for their homes. Farmers fed it to livestock. The Soil Conservation Service told people to use it to prevent erosion—the washing away of soil by water.

Kudzu had fewer natural enemies in America than it did in Japan, and it adapted amazingly well to its new home. Now kudzu covers more than 2 million acres in the South. Each plant grows up to 100 feet (30 m) per year.

This is good for kudzu, but bad for other species. Invading kudzu uses resources that native species need to survive. And vines can quickly cover buildings, bridges, and even power lines. No wonder some people call kudzu “the vine that ate the South!”

Kudzu isn't the only alien invader. The Australian melaleuca tree made itself right at home in Florida's Everglades. The 70-foot (21 m) tall trees crowd out tall sawgrass in the marshes. Then wildlife that depends on the sawgrass suffers too.

Tamarisk is a woody plant from areas around the Mediterranean Sea. Starting in the nineteenth century, people planted tamarisk in the southwestern United States to control erosion. Now spreading tamarisk has invaded many areas of White Sands National Monument in New Mexico. As tamarisk forms dense thickets, it soaks up water that native plants need.

Animals can be invaders too. In the 1980s, zebra mussels accidentally got a free ride to North America inside ship ballast. Ballast is water that a ship carries so it floats at the right level. The zebra mussels made their way to the Great Lakes. With few natural enemies, they grew on every hard surface they could find, including pipes, boats, and docks. By 1995, people had spent over \$120 million responding to the damage.

In July 1998, Asian longhorned beetles invaded Chicago, Illinois. By August 1999, the white and black bugs besieged areas in New York City and Long Island.

Larvae (young beetles) eat through tree trunks and branches. The holes keep water from flowing through the tree. The tree dies, and then the beetles infest another tree. No one knows where the invasion might spread next.

Not all foreign species are bad. Soybeans, wheat, and cattle were not native to the United States. They now play a major role in American agriculture. **10**

Many popular garden plants were also brought to North America from other countries. Colorful spring tulips, for example, first came from Europe and Asia. Daffodils first grew near the Mediterranean Sea. **11**

But people can't always predict the future. What seems pretty today could well become the kudzu weed of tomorrow.

After habitat destruction, The Nature Conservancy says the next biggest threat to species survival comes from non-native species. The federal government is developing a plan to address problems from non-native species. Even if they're not from outer space, alien invaders are a real problem.

1. In this article, the word **alien** refers to plant and animal species that are
- | | |
|------|----------------|
| 13% | A. aggressive. |
| 6% | B. endangered. |
| *78% | C. foreign. |
| 3% | D. poisonous. |

MC#: 1

Key: C

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

2. Why is kudzu called “the vine that ate the South”?

- | | |
|------|---|
| 5% | A. The vine helps prevent erosion. |
| 3% | B. Animal species feed on kudzu. |
| 5% | C. Kudzu has become a popular crop. |
| *87% | D. The vine grows over whatever it is near. |

MC#: 2

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

3. Why does kudzu now cover more than 2 million acres in the South?
- | | |
|------|---|
| 10% | A. It is planted by the Soil Conservation Service. |
| 12% | B. It is grown in Japan and brought to America. |
| 7% | C. Its seeds become airborne and travel long distances. |
| *71% | D. It is able to grow without many natural enemies. |

MC#: 3

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

4. The purpose of paragraphs 10 and 11 is **mostly** to
- | | |
|------|---|
| 22% | A. explain the role of some major crops in American agriculture. |
| *53% | B. provide a positive view of alien plant and animal species. |
| 10% | C. give the history of popular garden plants in North America. |
| 16% | D. summarize the problems caused by alien plant and animal species. |

MC#: 4

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

5. According to the article, what does The Nature Conservancy consider to be the **largest** threat to species survival?

- | | |
|------|--|
| 15% | A. erosion caused by spreading tamarisk |
| *60% | B. destruction of natural habitats |
| 10% | C. increasing popularity of garden plants |
| 14% | D. plans developed by the federal government |

MC#: 5

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

Creating a Sand Painting

Every culture expresses itself through its own unique art forms. Its artists use materials from the world around them and ideas inspired by their culture's history and beliefs.

The Navajo (or *Dineh*) people of the American Southwest desert lands use colored sand to create beautiful paintings. Sand paintings are traditionally used in Navajo healing ceremonies for the sick.

- 2 A sand painting is usually created in a hogan, or dwelling, using symbols of spiritual significance. At the end of the ceremony, the painting is destroyed and the sand is returned to the earth.

Some sand paintings are sold as art forms.

- 3 These sand paintings are usually made with a slight imperfection that protects the sacred symbols. They are normally abstract designs that have personal significance to the artist.

In this activity, you will create your own sand painting. Your painting may be as simple or as complex as you like. With help, younger students can enjoy this activity as well, while learning about one of the oldest art forms in North America.

Materials

- several empty plastic or glass containers with lids (one for each color you want to make, plus one for glue)
- powdered tempera paint or cold-water dyes
- sand
- paper towels
- newspaper
- pencils
- poster board
- white glue
- paintbrush
- water
- plastic spoons
- hair spray



Dyeing the Sand

1. Pour sand into a jar, filling it halfway.
2. Add enough water to cover the sand completely.
3. Add dye or tempera paint to the mixture. The more coloring you add, the deeper (darker) the color will be.
4. Put the lid on and shake.
5. Repeat this process for each color you wish to use.
6. Drain the water out and spread the sand on paper towels to dry. Keep each color separate.

Creating Your Painting

1. First, on the poster board, draw your design in pencil. It may be best to keep your design simple on your first attempt. In each section of your finished design, lightly write the color of the sand that you intend to apply.
2. Pour some glue into an empty container. Add a few drops of water to the glue to make it thin and spreadable. Be careful, though! If you add too much water, your sand will not stick. Use the plastic spoon to mix the glue with the water.
3. Lay the poster board on a spread-out sheet of newspaper.
4. Use the paintbrush to apply the glue mixture to your poster board. Work with only one color at a time by applying the glue to all of the sections that will be of that color.
5. Sprinkle sand over the freshly spread glue mixture. Sprinkle enough sand to cover the glue completely.
6. Wait a few minutes, then carefully pour the excess sand off the poster board and onto the newspaper. This sand can be discarded or used later.
7. Continue steps 4 through 6 with the remaining sections and colors.

8. To give each section a heavy outline, trace the edges of the colored areas with glue, then sprinkle with the desired color of sand. This will help each color in the design stand out and will give your painting a sharper appearance.
9. When your painting is complete and all the glue has dried, spray it with the hair spray to “fix” it in place.

Variations

Other materials can be used to create paintings with varied textures. Try using crushed chalk or rock, for example. What else could you use? What would happen if you used a combination of materials?

You can use this technique on other objects to create beautiful decorations or gifts. For example, you can decorate old vases, jewelry boxes, or candle holders. The only limit is your imagination!

6. Why does the article begin with a description of Navajo sand painting?

- | | | |
|------|----|--|
| 19% | A. | to give the history of Navajo art forms |
| 5% | B. | to describe the most sacred Navajo designs |
| 7% | C. | to tell the reader how to make Navajo sand paintings |
| *69% | D. | to provide background information about Navajo sand painting |

MC#: 6

Key: D

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

7. In paragraph 2, the word **significance** means

- | | |
|------|-----------------|
| 22% | A. creativity. |
| 7% | B. energy. |
| *61% | C. importance. |
| 9% | D. inspiration. |

MC#: 7

Key: C

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

8. From the information in paragraphs 2 and 3, the reader can conclude that the Navajo people
- | | |
|------|---|
| 16% | A. traditionally preserve ceremonial sand paintings. |
| 9% | B. create designs for people who buy sand paintings. |
| *60% | C. honor the sacredness of the symbols used in sand paintings. |
| 15% | D. produce a minimal number of sand paintings for healing purposes. |

MC#: 8

Key: C

Type of Text: Informational

Cluster: Reading

Content Standard D: Informational Texts - Students will apply reading, listening, and viewing strategies to informational texts across all areas of curriculum.

GLE: D5.7 - Students will make inferences about text, including the author's purpose and/or message, by forming and supporting warranted* opinions/judgments and assertions about the text that are relevant. [Text complexity appropriate for grade 7.] *defensible, viable

9. What is the purpose of outlining the edges of each section of the design with glue and colored sand?
- | | | |
|------|----|--|
| 4% | A. | to use up any sand that is remaining |
| *68% | B. | to give the sand painting a sharper appearance |
| 8% | C. | to closely resemble Navajo sand paintings |
| 20% | D. | to help the sand in each section stick to the poster board |

MC#: 9

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

10. A person can create the “varied textures” mentioned in the last section of the article by
- | | |
|------|---|
| 12% | A. combining different colors of sand. |
| *72% | B. using crushed chalk or rock. |
| 8% | C. using extra hair spray to “fix” the sand in place. |
| 7% | D. decorating vases or candle holders. |

MC#: 10

Key: B

Type of Text: Informational

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

The Day I Rescued Albert Einstein's Compass

Shulamith Levey Oppenheim

IF YOU ARE lucky, something special will happen to you in your life that you will never forget. Something so special, you know it could have happened only to you. For me, it was the day I rescued Albert Einstein's compass.

It was Sunday morning. As I came downstairs I heard someone playing the violin. The living room doors were slightly ajar. My mother and father were waiting for me.

My father said to me, "Do you remember, Theo, about five years ago, when you were seven years old and you met our dear friend Herr Professor Einstein? I told you then that he was the most famous man alive."

"Yes, I do, Papa," I said. "And I asked you why he was the most famous man alive, and you said because he is a great physicist who has made important discoveries." I looked at my father. "Is he *here*, Papa?"

My father nodded. "Yes, he is here. He is playing the violin."

Suddenly the doors to the living room flew open, and a deep voice said with a chuckle, "The last time I was here, your father assured you that I did not bite. And as your father and I have been close friends for many years, he knows that I still do not bite." And he chuckled even louder.

I looked up. There was the thick, black mustache and the large head with gray-black hair bushing out all around. There were the eyes, dark and merry. He hadn't changed, although he seemed much less formidable than he had five years ago. Perhaps because I was older now.

Herr Einstein laid his violin at the side of the piano. "Now, young man, let us get immediately to business. Your parents tell me that you have a sailboat. I, too, have loved sailing all my life. Will you take me out in your boat? It is a most beautiful day."

I looked at my parents. Take the most famous

man alive sailing in my sailboat! My neck and cheeks felt hot. My mother looked very pleased. "Our guest is an experienced sailor, and so are you. **9** We think it would be lovely for the two of you to go out on the lake. It will be something you'll always remember."

And the most famous man alive put his hand on my shoulder. "Then let us be off."

. . .

We put on the orange life jackets I kept in a giant tin drum by the end of the pier. Then I stepped into the boat. My crew of one untied the rope, coiled it up, and came aboard. He took over the tiller, and I held the sheet.

We were off! There was an easy breeze. We followed the shoreline. The clouds were pink cotton puffs, and the sky was as blue as my mother's eyes.

I decided that this was a perfect time to ask my question. I'd been thinking about it ever since I walked into the living room. I took a deep breath.

"Yes?" asked Herr Professor Einstein.

Of course, he would know I was going to ask a question. He was the most famous man alive!

I asked my question slowly. "Why did you want to be a physicist?"

He didn't answer my question. Instead, he put his hand into his pocket. "It has fallen through a hole in the lining!" And he threw back his great head and laughed and laughed. What? The greatest man alive had a hole in his pocket! I was glad it made him laugh, but I didn't quite understand.

"Excuse me, Herr Professor, but what has fallen through a hole in your pocket?" I asked politely.

"The answer to your question. That is what has fallen through the hole! *Himmel!* Heavens! I think it is somewhere under the pocket now . . . one minute, one minute, I must tear the lining . . . a little more . . . a little more . . . There! Now I shall fish it out, only it won't be a fish but . . ." By this time, I was

laughing, too. He drew out his hand. Between his fingers was a compass!

“Now I’ll tell you a story,” said my friend softly.

I looked up at the sky. Two red-tailed hawks were riding the warm air currents—the thermals. *Fleet Felix* was catching the breeze perfectly. My friend’s voice was very low.

“When I was five years old, I was quite ill. I had to stay in bed for many days. My father gave me this compass.” He peered at me. “You know what a compass is for, of course?” I nodded. “Good.” He continued, “It was the first compass I had ever seen. There was the needle, under glass, all alone, pointing north no matter which way I turned the compass. To a five-year-old boy, it seemed like magic. Only it wasn’t magic at all. Of course you know why.”

. . .

At that moment a large motorboat zoomed past us, stirring up the water into high waves. One of them hit *Fleet Felix* smack against the side, knocking the compass from the professor’s hand, right into the water!

He stared at his empty palm. “The compass, Theo. It is gone! Overboard?” Suddenly there was so much sadness in his eyes. “I should hate to lose it. And I cannot swim very well . . . and my eyesight is not good . . .” His voice trailed off, and he was looking far into space.

But *I* could swim! In a split second I dropped anchor into the water to keep the boat in place. I pulled off my life jacket. The waves had quieted down now. The compass would float. If I were lucky.

I jumped into the water.

My parents were sure I’d been a fish before I was a boy. Now was my chance to prove it! First, I swam round and round the boat. Then I dove under, searching beneath the hull once, twice, three times, staying under as long as my breath held.

Then I started swimming farther away from the boat. Under and under and round and round. No compass. I had to find it! Herr Professor Einstein might be the most famous man alive right now, but he was once five years old, and his father had given him a compass that he had treasured all these years. I thought about the splendid binoculars my parents had given me and how I would feel if I lost them.

I made another dive under the boat. As I came up for air, I felt something ever so gently hit my cheek. It was the compass, bobbing alongside *Fleet Felix*, just waiting to be rescued! Clutching it in my left hand, I grabbed hold of the boat with my right. Professor Einstein’s eyes were closed.

“Pardon me,” I called to him. “Pardon me, here is your compass!” And I clambered aboard.

He opened his eyes. “So,” he said with a smile, “this is why I became a physicist,” continuing just as if nothing had happened. “As you know, a physicist studies the forces in nature that we cannot know directly, only we know they are there from what we observe, like the compass needle or . . .,” he paused.

“Or gravity?” I offered, a bit tentatively.

“Bravo, young man. Or gravity. All these forces keep our planet running quite smoothly most of the time. And thank you, dear Theo. For me, you are the most famous boy alive!”

His eyes were merry again. I was still trying to catch my breath, but I had to ask another question. “Would you say it is because of the compass that you are now the most famous man alive?”

He sat very still. “The compass was my first mystery, and all my life I have worked to solve mysteries.” He put the compass in his pocket—the one with the hole in it. “And I am *not* the most famous man alive, no matter what your dear father says. But you are surely the bravest and kindest boy I know.”

11. The first paragraph suggests that the narrator will tell about a day that was
- | | |
|------|-----------------|
| *80% | A. unusual. |
| 10% | B. educational. |
| 3% | C. frightening. |
| 7% | D. ordinary. |

MC#: 11

Key: A

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.7 – Students will apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

12. How does Einstein first behave when he meets Theo again after five years?

- | | |
|------|---|
| 7% | A. He is shocked by Theo's growth and maturity. |
| 4% | B. He acts serious because he wants to teach physics to Theo. |
| *60% | C. He seems amused because Theo was once afraid of him. |
| 28% | D. He is excited by the idea of sailing with Theo. |

MC#: 12

Key: C

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.7 – Students will apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

13. In paragraph 9, Theo's neck and cheeks feel hot because he is

- 4% A. angry with his parents.
- 5% B. unwilling to share his sailboat.
- 12% C. embarrassed to be seen with Einstein.
- *78% D. worried that he may disappoint Einstein.

MC#: 13

Key: D

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.7 – Students will apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

fish *vt* **1** to catch or try to catch fish in <to *fish* a stream> **2** to catch or try to catch <to *fish* for trout> **3** to search for and bring to the surface <to *fish* a ring out of a drain> **4** to fish out or exhaust the supply of <to *fish* out a lake>

14. In paragraph 19, which definition of **fish** is used in Einstein's statement, "Now I shall fish it out"?

- | | |
|------|-----------------|
| 3% | A. definition 1 |
| 8% | B. definition 2 |
| *80% | C. definition 3 |
| 8% | D. definition 4 |

MC#: 14

Key: C

Type of Text: Literary

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

15. When Einstein was a boy, his compass seemed like magic because
- | | | |
|------|----|---|
| 16% | A. | his father had given it to him. |
| *72% | B. | the needle always pointed north. |
| 5% | C. | his illness disappeared when he held the compass. |
| 6% | D. | it helped him to answer questions about the universe. |

MC#: 15

Key: B

Type of Text: Literary

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

16. Why is Theo confident about his ability to swim to find the compass?

- | | |
|------|--|
| *67% | A. His parents had always considered him a good swimmer. |
| 25% | B. He thinks the compass will float. |
| 4% | C. He remembers that the water is shallow. |
| 3% | D. His parents had given him swimming lessons. |

MC#: 16

Key: A

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.7 – Students will apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

17. What motivates Theo to search carefully for Einstein's compass?

- | | |
|------|--|
| *71% | A. He remembers how much he values his binoculars. |
| 12% | B. He has a desire to prove his bravery. |
| 4% | C. He feels a need to please his parents. |
| 12% | D. He knows he is in the company of a famous man. |

MC#: 17

Key: A

Type of Text: Literary

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

18. According to the story, Einstein became a physicist because he enjoys
- | | |
|------|-------------------------------|
| 3% | A. riding on sailboats. |
| 3% | B. playing the violin. |
| *60% | C. studying forces in nature. |
| 33% | D. making great discoveries. |

MC#: 18

Key: C

Type of Text: Literary

Cluster: Reading

Content Standard A: Process of Reading - Students will use the skills and strategies of the reading process to comprehend, interpret, evaluate, and appreciate what they have read.

GLE: A8.7 - Students will read for a variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy). [Text complexity appropriate for grade 7.]

19. Which sentence from the story contains a metaphor?

- 11% A. "There were the eyes, dark and merry."
- 9% B. "Take the most famous man alive sailing in my sailboat!"
- *68% C. "The clouds were pink cotton puffs, and the sky was as blue as my mother's eyes."
- 11% D. "Two red-tailed hawks were riding the warm air currents—the thermals."

MC#: 19

Key: C

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.7 – Students will apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

20. Which word **best** describes Einstein at the end of the story?

- | | |
|------|--------------|
| 3% | A. cowardly |
| *73% | B. humble |
| 4% | C. tired |
| 19% | D. important |

MC#: 20

Key: B

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.7 – Students will apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

21. Explain how Theo feels about being in the company of the “most famous man alive.” Use details from throughout the story to support your answer.

CR#: 21

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.7 – Students will apply effective strategies for analyzing and describing characters’ interactions and motivations- citing thoughts, words, or actions that reveal characters’ personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author’s message or theme is supported within the text; analyzing the author’s point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
6%	4	Response thoroughly explains how Theo feels about being in the company of the “most famous man alive.” Response is developed and includes specific details from the story as support.
22%	3	Response explains how Theo feels about being in the company of the “most famous man alive.” Response lacks some development and/or specific details from the story as support.
46%	2	Response partially explains how Theo feels about being in the company of the “most famous man alive.” Response lacks development and specific details from the story as support.
22%	1	Response gives a minimal or vague idea of how Theo feels.
2%	0	Response is totally incorrect or irrelevant.
2%	Blank	No response.
2.05	Statewide average student score.	

Training Notes for Constructed-Response Item 21

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

Thoughts and behavior that shows how Theo feels . . .	Details from throughout the story as support.
Einstein appeared less formidable to Theo	Theo realized he had grown, so Einstein, although his appearance had not changed much, seemed less intimidating.
His neck and cheeks felt hot.	He was embarrassed or insecure about taking the “most famous man alive” on his sailboat.
He feels honored, curious, and empathetic.	He asked Einstein why he wanted to become a physicist. He had been waiting to ask him since he saw him in the living room. He also made the effort to swim after the dropped compass. He knew that Einstein cherished his compass much like Theo had cherished his old binoculars.
He thought Einstein was humorous.	He laughed as Einstein fished his compass from his pocket and joked about it not being an actual fish.

Accept other thoughts and behaviors that are supported by information in the story.

21.

I think that in the beginning of the story, Theo was very overwhelmed of the fact that he was spending time with "the most famous man alive. I think he showed very strong signs of this when he said that his "neck and cheeks felt hot." Throughout the story I think Theo eased up a little bit, like when he said that, "I was glad it made him laugh." I think he saw that as a sign that Einstein was a normal person too. By the end, I think Theo felt comfortable about being around Einstein because he was told by Einstein that he was, "surely the bravest and kindest boy" that he knew

Summary annotation statement:

This is a thorough response that illustrates the progression of feelings, from overwhelmed to comfortable, with good text support. The student writes that Theo was "very overwhelmed" to spend time with Einstein demonstrated by "his 'neck and cheeks felt hot'." Later the student notes "Theo felt comfortable" and supports this claim that Theo is comfortable because Einstein is kind and gives Theo the compliment that the boy is, "...surely the bravest and kindest boy."

21. How Theo feels about being in the company of the "most famous man alive" would be because he is embarrassed to be with him. Theo gets nervous around him making his cheeks get hot or warm. He is so very flattered to have such a great man in his presents and is also very shocked that Einstein wants to travel in his sail boat with him. This is definitely one of the most rewarding experiences of Theo's life and he will never forget it.

Summary annotation statement:

This general response covers various feelings (embarrassment, nervousness, flattery, shock), but it lacks text support beyond "his cheeks get hot or warm" and a reference to his sailboat.

Sample 2-Point Response with Annotations for Constructed-Response Item 21

21.

He is very excited he feels very special or important to have this opportunity. He gets excited even when Einstein put his hand on his shoulder. He also thinks he has to prove he is a good scilar to Einstein.

Summary annotation statement:

This response uses the adjectives “excited” and “special,” but the explanation lacks development and clarity.

Sample 1-Point Response with Annotations for Constructed-Response Item 21

21.

Theo feels suprised about being in the company of the most popular man alive

Summary annotation statement:

This response provides a vague and minimal description of how Theo feels. The student believes Theo is “suprised” but does not explain why he or she thinks so and does not reference the text.

21. Theo feels like he is not the most famous man alive because all he does is a Physicist.

Summary annotation statement:

The student's response is incorrect.

22. Based on the story, what kind of a person was Albert Einstein? Explain your answer, using details from the story as support.

CR#: 22

Type of Text: Literary

Cluster: Reading

Content Standard B: Literature and Culture - Students will use reading, listening, and viewing strategies to experience, understand, and appreciate literature and culture.

GLE: B8.7 – Students will apply effective strategies for analyzing and describing characters' interactions and motivations- citing thoughts, words, or actions that reveal characters' personalities; making inferences about cause/effect, internal/external conflicts and resolutions; analyzing the relationship among elements within the text- person vs. self, person vs. person, person vs. nature/society/fate; explaining how the author's message or theme is supported within the text; analyzing the author's point of view; and identifying the literary devices of metaphors, personification, and onomatopoeia to the reading and interpretation of fiction. [Text complexity appropriate for grade 7.]

CONSTRUCTED-RESPONSE SCORING GUIDE

Percentage of Statewide Student Scores	Score	Description
8%	4	Response thoroughly describes the kind of person Albert Einstein was. Explanation is developed and uses specific details from the story as support.
26%	3	Response describes the kind of person Albert Einstein was. Explanation includes relevant details from the story as support, but lacks some development or specificity.
42%	2	Response partially describes the kind of person Albert Einstein was. Explanation is partial, uses weak support from the article, and may contain some misunderstandings or be unclear.
19%	1	Response gives a minimal or vague description of or statement about Albert Einstein.
2%	0	Response is totally incorrect or irrelevant.
3%	Blank	No response.
2.13	Statewide average student score.	

Training Notes for Constructed-Response Item 22

Training notes are not an exhaustive list. Readers scoring the student response can accept other examples the student offers that are supported by the passage.

Words and phrases that describe Albert Einstein	Details from the story as support.
musically talented	Einstein was playing the violin as he waited for Theo to emerge from upstairs.
humorous	He assured Theo that he does not bite. He laughed when his compass fell through the hole in his pocket, and then joked about “fishing it out.”
enjoys sailing (an experienced sailor)	He asked Theo to take him out in the sailboat. Mother states, “Our guest is an experienced sailor.”
a brilliant scientist (physicist)	He is referred to as “the most famous man alive” throughout the story. It is also evident that he is known as a brilliant physicist. In a conversation with his father about Einstein’s previous visit, Theo remembers “...you said because he is a great physicist who has made important discoveries.”
devastated, aware of his weaknesses	When his compass fell overboard, he feared he would lose his compass since he could not swim nor see very well.

Accept other descriptions with explanations that are supported by information in the story.

22.

I think Albert Einstein had a good sense of humor and personality. Ex. "The last time I was here, your father assured you that I did not bite. And as your father and I have been close friends for many years, he knows that I still do not bite. He likes to have fun and do things like violin, piano, and sailing. He is very smart and thinks about his response to questions. He also shows emotion. Like when his eyes showed sadness because his compass got dropped in the water. He also seems to be a happy man. Ex. There were the eyes, dark and merry. One more thing is that he is not boastful about himself. He said "And I am not the most famous man alive, no matter what your dear father says. So I would say that he was a pretty good well-rounded man.

Summary annotation statement:

This is a well-developed response with a thorough description that incorporates many traits and uses good support from the text. The student writes about Einstein's good sense of humor and good personality, referencing the joke about biting. The student also describes Einstein as fun loving, smart, emotional, and "not boastful" which he or she supports with "And I am not the most famous man alive..."

22. Albert Einstein was very merry and humble. He was this way because he would always laugh about different things. He didn't really care that he was the most important person in the whole world he was very simple. He cared about his compass that his parents gave him rather than his importance.

Summary annotation statement:

This general response indicates Einstein was “merry,” “humble,” and “simple,” but lacks detail and development. At what did he laugh? In what ways was he “merry and humble?”

22. I think that Einstein was a very smart but yet humble person. He seemed to be highly thought of too. Einstein also seemed like a happy person since he joked with Theo.

Summary annotation statement:

This is a limited response indicating that Einstein was “smart but yet humble” and “...a happy person since he joked with Theo.” It provides weak support and has very limited development.

Sample 1-Point Response with Annotations for Constructed-Response Item 22

22. He was a famous person who loved sailing

Summary annotation statement:

The response provides a minimal description (“famous” and “loved sailing”) with no support from the text.

Sample 0-Point Response with Annotations for Constructed-Response Item 22

22. Because he was one of the best baseball players in the world

Summary annotation statement:

This response is totally incorrect.